DOCUMENT RESUME

ED 332 611 HE 024 572

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TITLE Peer Counseling in Higher Education: Essentials and Practice. Workbook.
INSTITUTION Eastern Oregon Coll., La Grande.
PUB DATE 88
NOTE 107p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Codes of Ethics; *Counseling Techniques; Counselor Client Relationship; *Decision Making Skills; Higher Education; High Risk Students; Interpersonal Relationship; Interviews; Models; *Peer Counseling; Rational Emotive Therapy; Social Integration; Theories
IDENTIFIERS *King (Martin Luther Jr); *Nonviolence

ABSTRACT

This manual on peer counseling in higher education describes the theory and techniques used for this practice. The first chapter, on academic peer counseling, uses V. Tinto's synthesis of the literature to illustrate the theory and stages of peer counseling based on academic and social integration models. The second chapter discusses the qualities which should characterize an effective counseling relationship including empathy, warmth, respect, genuineness, concreteness and immediacy. Considered next are the counseling processes and techniques recommended by C. B. Traux and R. Carkhuff as well as some additional techniques. The fourth chapter, on intake interviewing, establishes the importance of the initial contact, lists areas of important inquiry, and notes the need to explain the limits of counseling to the client. A chapter on decision making advocates a process which takes emotions into consideration. Martin Luther King's philosophical views on non-violence are reviewed and applied to counseling in the sixth chapter. Rational Behavior Therapy is examined next, especially how this approach can be used to assist high risk students to make rational decisions regarding higher education. A final chapter explores current professional ethics based in the Hippocratic tradition. Reference lists follow some chapters and various diagrams support the text. (JB)

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Peer Counseling

In Higher Education

Workbook

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Peer Counseling In Higher Education:

Essentials and Practice

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THEORY, PROCESS, & METHODOLOGY

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For nearly two decades peer counseling programs have demonstrated their effectiveness in higher education settings. Durlaks' (1979) review of 42 studies indicates that in certain cases para-professionals achieve clinical outcomes equal to those of professional counselors. The strongest support for the efficacy of para-professionals is found in studies of structured interactions with college students with specified behavioral problems. The increasing appeciation of the potential of student peer interaction had resulted in the development of several models of peer counselor selection, training, and supervision (Easton, et al, 1985).

A major goal of most peer counseling programs in higher education settings is to promote retention of high risk students. In order to effectively promote retention, peer counselors need a model that is both broad and flexible, focusing counseling attention on specific barriers to academic persistence within a larger view of the students personal development.

Eriksons' (1950) model of lifespan development identifies a central crisis with each stage of life. In the young adult years, when most college attendance occurs, the developmental crisis of greatest importance is intimacy versus isolation. For peer counseling purposes, it is

possible to provide models of academic and social development during the young adult years that are based on current research into the problem of academic persistence, and focus on the importance of overcoming isolation.

Tintos' (1975) synthesis of research indicates that attrition is the result of a complex interaction of variables. Goal commitment and institutional commitment are originally influenced by such factors as family background, individual attributes, and pre-college schooling. However, in the process of attending college, goal commitment and institutional commitment are influenced by the level of academic and social integration the student achieves. States Tinto (1975), "Other things being equal, the higher the degree of integration of the individual into the college systems, the greater will be his commitment to the specific institution and to the goal of college completion" (p.96).

Academic integration, as described by Tinto, can be measured by grade performance and the intellectual development of the student. Grades represent an extrinsic form of reward for academic performance, and are themselves good predictors of future academic persistence (Ammons, 1971). Intellectual development is an intrinsic reward that is part of the overall development of the person. It is a process of gaining knowledge and the appreciation of ideas

(Medsker & Trent, 1968). Academic integration is believed to contribute to the development of goal commitment in the student.

Social integration refers to the level of success the student achieves in establishing and participating in peer group relationships, extra-curricular activities, and non-classroom interactions with faculty and administrative staff. Appropriate social integration is believed to contribute to the institutional commitment of the student. Development of supportive, academically oriented friendships is described by Tinto (1975) as the strongest direct influence on institutional commitment, whereas extra-curricular activities and informal faculty contacts are viewed as having a positive but secondary influence.

Subsequent research has provided support for Tintos' model. Williamson and Creamer (1988) found that goal commitment had a strong direct effect on persistence. In a two year study, Stewart and Sutherland (1988) found that poor academic integration was a major factor contributing to early attrition at their institution. Pascarella and Terenzini (1977) found that freshmen persisters had a significantly higher frequency of informal contact with faculty beyond the classroom. Surveying a national sample, Stoecker, Pascarella, & Wolfe (1988) found that "Controlling for the influence of all other variables in

the model, academic integration had the strongest direct effect on persistence...social integration, both in terms of interaction with faculty and social leadership involvement, had significant positive direct effects on persistence..."(p.205).

Tintos' model provides a framework for organizing peer counseling interactions directed towards promoting academic persistence. Tinto (1975) views dropout and persistence as "...a longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems (as measured by his normative and structural integration) continually modify his goal and institutional commitments..."(p.94). Thus, in terms of a counseling approach, academic and social integration may be viewed as important objectives within the overall personal development of the student. Peer counselors can assist students in identifying developmental challenges and strategies for achieving fuller integration into the academic and social life of the institution.

As developmental objectives, academic and social integration can be approached in a sequence similar to that described by Piaget (1972). This perspective recognizes progressive and qualitatively different stages of growth, in which the students interactions within the systems of

the institution can be seen as becoming increasingly self organized and moving generally from basic, discreet tasks to more advanced, complex, and abstract forms of activity.

Academic Integration

Depending on experience and background characteristics, incoming college freshmen will present differing levels of academic development and potential for integration. The most primary level can be termed Pre-Operational, in which the student must begin to acquire the fundamental skills necessary in college. Without familiarization with the college environment and knowledge of academic processes, the student can feel overwhelmed by the sudden rush of demands. The incoming freshman term is a confusing period when much information in both printed and verbal form is given to the student by the institution. Students are frequently confused by the many policies governing such diverse areas as financial aid, residence life, and student behavior. Advising and registration processes may be extremely confusing to students from families without a higher education tradition. The picture can be further clouded for the pre-operational student by discussions of credit loads, academic major, and graduation requirements.

In the Pre-Operational stage the student may not understand where to begin in terms of organizing and prioritizing their efforts. For this reason they may expend

time and energy in relatively unproductive areas, while simultaneously neglecting important academic tasks. Many pre-operational students experience anxiety resulting from feelings of helplessness and apprehension.

With the pre-operational student the peer counselor must concentrate on orientation discussions. First, it is important that the student understand the process of development in higher education, and recognize their most immediate academic needs. Orientation to campus resources such as learning centers, academic advising, and career counseling is critical at this stage, so the student can gain a sense of direction and begin to acquire necessary skills.

It is important for the peer counselor to undertake a joint evaluation with the student of important influences on persistence such as family background, individual attributes, and pre-college schooling. In the area of family background, the peer counselor should attempt to determine the impact of family traditions regarding higher education, and the expectations the family has of the student. Individual attributes can be positive or negative influences on persistence. Natural ability in certain cognitive tasks can be a strong indication of potential in related educational fields. Impulsivity, inflexibility, and instability are traits that have all been shown to

contribute to dropout. Pre-college schooling is also an important part of the predictive picture. Peer counselors should attempt to acquire pre-college test results and high school grade point average information as early as possible.

The next stage of integration into the academic life of the college is that of Basic Operations. When a student is oriented to college resources, and possesses a general overview of where they stand in the process of academic development, peer counseling should focus on promoting effective study habits and methods. In the first years of college, successful students tend to prefer a traditional style of classroom based learning (Nisbet, Ruble,& Schurr, 1982). In part, this is due to the lecture and reading nature of introductory coursework in most disiplines. An orientation to facts contributes to success in the early stages because of the necessity of learning the large volume of basic information and terminology prerequisite to advanced coursework in most fields. Successful students at this stage tend to be highly teacher directed in terms of intellectual curiosity, and follow predictable study routines. Introductory college coursework frequently includes a grading system that rewards performance on large multiple choice tests. Therefore successful students at this stage tend to be oriented to memorization in study,

and prefer quick closure in decision situations.

In the Basic Operations stage it is not unusual for students to describe feelings of excitement related to intellectual discovery. Students who may have entered college without a career goal begin to recognize that they are attracted to certain types of coursework, and possess greater natural abilities in some areas of study than in others. Students who entered college with declared career plans may wish to reconsider on the basis of enjoyable experiences in other areas. As the basic operations stage progresses, the student experiences a growing sense of involvement with a particular discipline, and the desire to focus on that discipline and its' related career options.

Peer counselors can help students in the Basic Operations stage by focusing discussions on the issues of knowledge, skills, and attitudes related to study. In order to develop academic potential to the full, it is important for students to have knowledge of campus resources. Many students do not know how to use a modern library facility, and are therefore separated from much information that would contribute to their education. Students may be unaware of the extent to which they can seek help from faculty or their advisor during office hours. Tutorial sessions, study groups, and basic skill courses may exist on campus outside of the students awareness. Students may

not understand how to budget their time effectively, or listen actively during lectures. Note taking and test taking strategies can be helpful tools for some students. Peer counselors can also help identify and address such barriers to academic development as test anxiety and shyness in class.

Another important function of peer counseling in the Basic Operations stage is to help the student develop identification with an academic discipline (Triesman, 1985). Discussions of grade performance and enjoyment of specific courses can lead to extended consideration of career directions. As students are considering the possible implications of their academic preferences, peer counselors can be helpful by providing information about related academic majors as described in the college catalogue, and encouraging examination of career information resources at the college. Growing identification with an academic discipline and a related career goal is a signal that the Basic Operations stage is nearing an end.

The highest level of academic integration in college involves Advanced Operations. This level of integration is reflected not only by strong grade performance in the area of academic major, but is also evident in the advanced state of the students intellectual development. Students at this stage can be recognized by the self directed nature of

their study. Increasingly, they pursue interest areas of their own apart from or beyond their course related assignments. The seminar format of advanced coursework in many disciplines encourages flexibility and an orientation towards alternatives rather than immutable facts. In advanced and sometimes heated discussions students tend to focus on the areas of unanswered questions facing the discipline, where simple memory is of less value than creativity. Grading systems in advanced coursework tend to increasingly reward innovation and risk taking, and this is reflected in the developing styles of students as they approach graduation and look beyond to positions in their chosen fields.

An important development in the Advanced Operations stage is the ability to be self renewing in terms of motivation and intellectual curiosity. Peer counselors can be of valuable assistance in helping students learn planning and critical thinking skills. Decision making skills training, individually and in groups, is not uncommon at most colleges, and peer counselors can encourage this activity. Another important contribution is in the area of self help skills to avoid burnout. Peer counselors can help students develop individual self renewal strategies, so that study and work are balanced with non-stressful activities. Renewal strategies are best

tailored to individual personality and can include such widely diverse activities as meditation, athletics, outdoor recreation, and dancing. Counseling discussions focusing on the question of life themes, meaning, and long term goals can also serve to reduce burnout and contribute to emotional reneval.

The stages of academic integration with related characteristics and areas of counseling focus are illustrated in the figure below.

Stages	Characteristics	Focus
Pre-Operational	disorganization anxiety wasted effort	orientation referral evaluation of: backgound abilities preparation
Basic Operations	traditional closure oriented teacher directed predictable routine fact oriented discovery	study skills time mgt. involvement knowledge of: program catalogue

	excitement	resources
Advanced Operations	innovative alternative oriented self directed flexible routine self renewing risk taking	decision skills critical thinking planning skills self help skills job search skills

Social Integration

Most students find themselves without a peer group when they arrive on a college campus for the first time. How long this remains the case for each individual depends on many factors. Some students form the beginning of a peer group in the first week of college as a result of new student orientation activities or some other opportunity for social contacts. Others remain socially peripheral the entire time they are in college. However long it may last, the period spent prior to the formation of a supportive peer group may be termed Pre-Operational.

The Pre-Operational stage in college may be the first time in the students life that they have had to make a concerted effort to achieve social integration. For some, this fact alone can be frightening. Many Freshmen are away

from their family and network of friends for the first time in their lives, and are unsure how to approach the problem of making friends. For this reason lonliness can be a major factor in the first term of college. Students may spend large amounts of time thinking about their families and wishing they were home. If such feelings become intense, voluntary withdrawl can result. Social shyness is common, as students learn to meet others alone (Zimbardo, 1977). Students may spend considerable time worrying about their abilities to win acceptance and approval from peers. Related to this is social anxiety, an overshadowing dread in the face of the unknown, which can make it difficult for students to go alone to dances and other activities where initial social contacts can be made.

Peer counselors can help pre-operational students in a number of ways. Most importantly, peer counselors can provide emotional support to the student through facilitative listening and willingness to be available when needed. Support of this kind can encourage students to take the first steps towards establishing a peer group. Orientation to the campus services is also vital in the first weeks of the college. Ordinarily colleges provide a wide array of student services. Knowledge of what is available and who can be contacted in connection with specific needs helps to break the pattern of isolation. In

some cases peer counselors can make direct referrals to student orientation leaders, residence hall staff, and others.

When the student has made some acquaintences on campus a period of Basic Operations begins. The Basic Operations stage is characterized by developing social skills, widening circles of interaction, and challenges to ones' point of view. Most students form an initial peer group with other students who seem to reflect similar values, backgounds, and interests. Students in this stage are largely concerned with membership in the peer group and therefore approval oriented. There is a tendency to be externally directed and tentative in advancing opinions or preferences not known to be acceptable to the peer group. The reward for conformity is affiliation and support. During this stage it is not unusual for dating relationships to form on the basis of mutual attraction.

In the Basic Operations stage peer counselors can focus on many areas of potentially productive work with students. Since this is a period of expanding social experiences in the students life, it is natural to examine social skills, particularly listening. With an eagerness to please or impress people with their opinions, many students may not realize the importance of listening in establishing friendships. Peer counseling provides a forum not only for

discussing the value of listening, but also for role plays and practice.

Values clarification is especially important in the Basic Operations stage. As a persons' social field expands, the chances of encountering serious challenges to fundamental beliefs becomes a virtual certainty. Peer counselors can help students in the difficult process of clarifying, modifying, or in some cases replacing values as a result of experiences. Related to this process is the need to develop assertiveness and conflict resolution skills. Again, peer counseling provides a convenient forum for necessary skills training to occur.

While peer group membership is believed to be the strongest social influence on persistence in college, extra-curricular activities and informal contact with faculty have a secondary positive influence (Tinto, 1975). Lack of supportive peer group contact can lead to voluntary withdrawl from college. However, excessive peer group contact may lead to academic dismissal. In order to promote persistence in college, peer group membership must be supportive of academic goals and well managed in terms of time. Peer counselors can help students in this regard by suggesting clubs, programs, and events on campus that are consistent with the academic interests of the student. Awareness that social and academic needs can be met

congruently can be one of the most important steps in a students personal growth.

Peer counselors can make a major contribution to the academic and personal development of the student by helping in selection of a faculty mentor. Mentoring from a faculty member, preferably the students academic advisor, can extend and enrich the students learning experience. For this to be the case, however, favorable conditions must apply. In the first place, selection of a mentor who takes a strong interest in the development of the student is critical. Willingness to spend time with students outside of class cannot necessarily be inferred by traditional standards such as academic rank and publication record (Snow, 1973). Peer counselors can help students locate a faculty mentor that possesses values and personal standards consistent with those of the student. Additionally, it is important for students to understand that it is not just any contact with faculty that is positive from an educational standpoint. Pascarella & Terenzini (1977) state that, "Contacts focusing on intellectual or course related matters clearly contributed most to the discrimination between persisters and voluntary leavers" (p.550).

In addition to serving as mentors and role models, facilitative teachers encourage independence on the part of students (Chambers, 1973). Increasing independence

characterizes the third stage of social integration, Advanced Operations. As the academic growth of the student has progressed, and intellectual risks have been rewarded, self confidence and willingness to stand apart can grow. This does not mean that the student returns to isolation, rather it reflects an increasing tolerance for diversity of opinion (Perry, 1970). Where originally it had been important for the student to locate others holding similar beliefs and values, differences are no longer frightening. The need for approval gradually gives way to a need for growth based on risk.

In the Advanced Operations stage students commonly assume positions of leadership both formal and informal. The ability to understand the value of diversity contributes to this leadership capacity. At this stage dating relationships may have progressed from simple attraction to intimacy. This is because in Advanced Operations the students academic and social life both reflect increasing commitment.

To assist students in the Advanced Operations stage peer counselors can direct the counseling interaction to issues of commitment and responsibility. Much self exporation needs to be done by the student in order to appreciate and prepare for commitments in career and family life. Additionally, the peer counselor can help the student

prepare for the transitions college graduation will bring. Having achieved social integration in college, the student must now prepare to transfer social skills to a different set of surroundings and establish a new peer group.

The stages of social integration with related characteristics and areas of counseling focus are illustrated in the figure below.

Stages	Characteristics	Focus
Pre-Operational	lonliness shyness anxiety	support orientation referral
Basic Operations	approval oriented external tentative membership attraction mentor directed	social skills values clarification assertiveness conflict mgt. knowledge of: clubs programs events
	growth oriented internal	self exploration

Advanced Operations	risk taking independent leadership intimacy	commitment networking transitions

Summary

Based on Tintos' (1975) synthesis of the literature, models of academic and social integration are can be used by peer counselors in higher education settings. Both academic and social integration can be viewed as progressing through stages as follows:

1. Pre-Operational - a period of disorganization and isolation,
2. Basic Operations - initial integration involving conventional activities,
3. Advanced Operations - full integration involving complex activities and risk.

Within this model peer counselors focus on barriers to increased integration into the academic and social affairs of the intitution, thereby encouraging academic and institutional commitment.

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Counseling is a process of exploration and development that takes place within the context of a relationship. Belief in the power of a relationship to provide the best setting for the solution of certain kinds of problems is the central justifying reason for the existence of counseling. Advocates of counseling do not support the view that people ought to face all problems alone and without assistence. On the other hand, we believe that counseling relationships possess qualities that promote healthy development and hasten the apprearance of lasting solutions to problems.

The question of why counseling relationships are effective has fascinated researchers for decades. From what source does it derive its' power? At this time, most people in the counseling field have been persuaded by Carl Rogers (1957) answer to this question. Rogers believed that certain qualities characterize effective relationships and are necessary for therapeutic change. These qualities were empathy, warmth, and respect. Further, he went so far as to say that if these qualities were present, they would be sufficient to bring about therapeutic change. Sufficiency is still something of an open question, but the necessity of these qualities is widely acknowledged by the profession.

A most vital quality is that of empathy. As Rogers defined it, empathy is "to sense the clients private world as if it were your own, but without ever losing the 'as if' quality". In other words empathy is the act of vicariously experiencing another persons' world. When another person is speaking, and you are listening and wondering what it's like to be that person, all the while trying to imagine what that person is feeling and experiencing, you are empathizing. This requires a considerable use of the imagination, because you cannot know every important aspect of another persons' life. Furthermore, you may not always be especially accurate in your impressions. You cannot know what it is like to be another person. Empathy, however, means that you try to gain that understanding.

Occasionally, empathy is confused with sympathy. This is unfortunate because there are important differences. Sympathy contains a strong aspect of pity. The handicapped, much to their chagrin, are frequently objects of sympathy. Slogans about 'stooping to help a cripled child', for example, are rich expressions of sympathy. While sympathy may be well intended, it contains a strong element of condescension that is distasteful to the recipient. Empathy simply involves the attempt to understand the inner world of another person.

Empathy must also be distinguished from projection. In

attempting to understand another person you must avoid attributing your own thoughts, designs, motivations, and feelings to that person. The person you are trying to understand might not resemble you in any way, and may be opposite of you in important ways. There is no requirement for similarity between you and a client, only that you honestly try to understand what their life is like.

Without listening empathy could not even begin, and you would never have the raw material necessary for counseling. Much listening must take place before a picture even starts to form. A background of clinical experience can be helpful to a counselor, because it can provide insights into how similar or different the client might be in comparison with most people. Empathetic counselors are perceptive of a wide range of verbal and non-verbal cues.

Counselor burnout diminishes the capacity for empathy. This is because it is difficult to listen, much less understand, when you are distracted by problems of your own. For this reason it is vital that counselors maintain a healthy and active interaction with their supervisor in order to avoid burnout. Counselors ordinarily will hold client visits to a one hour length so that excessive fatigue can be avoided.. Fatigue will also encourage daydreaming, and thereby reduce empathy.

Counselors who are low on empathy tend to have more

rigid and unvarying approaches with clients. Rigidity of style implies a uniform understanding of people. Additionally, low empathy counselors also tend to be more highly judgemental of their clients, frequently applying broad cultural stereotypes.

Feedback must be given to the client in order for empathy to be accurate. By occasionally telling the client what you are hearing, you give the client opportunities to correct misunderstandings. Empathy is also promoted by tolerance for ambiguity. Not everything that you hear in counseling will appear in the form of recollections or facts. People are not always sure how they feel about things. Much of what people speak of in counseling is developing during the session itself. Delay is necessary while this process in underway so that the client will have time to think and experience new feelings. Tolerance for ambiguity is part of the creative aspect of counseling.

Appreciation for the life timing of clients is an aid to empathy. Peoples lives move at different rhythms and speeds. The more flexibility a counselor can employ regarding timing, the larger will be the number of people with whom that counselor can empathize.

Another quality necessary for success in counseling is warmth. Warmth, sometimes referred to as regard, refers to the approachable quality of the counselor. It is that

aspect of the counselors demeanor that is nurturant rather than cold; the quality that suggests caring rather than indifference.

Warmth is promoted by development in the counselor of an attitude that seeks to help people grow. This could not be possible if the counselor did not care about the client. Sometimes clients make statements to the effect, "You dont care about me, your just doing this for the money". In some instances this may be a ploy to manipulate the feelings of the counselor. On the other hand, if it is meant sincerely, then the counseling relationship has a serious problem. People enter the counseling field precisely because they do care. If the client thinks this is not the case, then there is probably something non-verbal in the counselors' behavior that is giving the wrong message. The appropriate thing for the counselor to do is seek help from their supervisor to identify the source of the problem.

Why would anyone wish to share sensitive private information with another person if that person seemed indifferent or even hostile? Warmth is the quality that allows counselor and client to enter into a therapeutic alliance. It should be noted that warmth does not imply unconditional counselor approval of the clients behavior. Rather it means that counselors recognize that any person, no matter what their background, has the capacity for

positive change. In some cases this belief becomes a prolonged vigil.

Respect is the third major quality of relationships that is frequently referred to in connection with counseling. Respect is the counselors recognition of the worth and capability of the client. It is based on belief in the basic dignity of people, and the fact that all people have innate power to change and grow.

Respect for the client can be demonstrated in many ways. One way is to come to the appointment in a prepared and organized manner. An attitude of seriousness toward the job is a definite sign of counselor respect. This respect will in turn encourage increased self respect on the part of the client, because it calls attention to the clients potential.

In addition to the three major qualities mentioned, some others are occasionally cited as important. Genuiness is the congruence between the counselors' attitudes and the counselors' behavior. Dishonesty will tend to destroy the basis for a healthy counseling relationship. Concreteness means being specific about what you are discussing, thus avoiding abstraction or vagueness. It helps in a relationship if your communication is clear. Immediacy is another quality that is mentioned. It means focusing on the here and now, so that clients' will be more likely to feel

direct contact with the issues being discussed.

Summary

For a counseling relationship to be effective, it must be characterized by certain qualities. These qualities are:

1. Empathy - seeing the world through the eyes of the client, and attempting to understand their experience.
2. Warmth - an attitude of caring and orientation toward client growth.
3. Respect - recognition of the worth and capabilities of the client.

Also mentioned were the qualities of genuiness, concreteness, and immediacy as aids to counseling effectiveness.

Between the first meeting and the final session, counseling tends to move through phases. These phases are usually referred to as the counseling process. Over the years, a host of processes have been offered to practitioners by various contributors to the counseling literature. It is believed that understanding of a process will help counselors approach client work in an organized and insightful way.

One of the most popular processes is that of Truax and Carkhuff (1967) in which counseling moves through three distinct stages. In the beginning, the counselor and client are in what is called the understanding stage, in which the focus is on the clients descriptions of the problem(s) as they perceive it. In the understanding stage the counselor functions primarily as an active listener. The understanding stage can take many sessions, depending upon the nature of the problem(s) and the clients style of communication. When client and counselor feel that a shared understanding of the problem has been reached, counseling moves into the middle or in depth exploration stage. In the exploration stage new perspectives and methods of overcoming the problem are searched for. The exploration stage is a period when the accent is on creativity, since approaches to change are being sought. When counselor and

client feel that a viable method of dealing with the problem has been found, counseling moves into the action stage. In the action stage the counselor serves primarily as a source of support for the client as new methods are tried and evaluated. To reiterate, the stages are:

1. Understanding - counselor listens until the problem is well understood,
2. Exploration - counselor and client search for new insights upon which change can be based,
3. Action - client attempts to implement change with support of the counselor.

All techniques used in counseling can be organized around these stages

Apart from process, there is a dimension of technique in counseling that must be considered. Many different techniques are used by counselors to achieve various ends in counseling. Hundreds of techniques exist, and they are employed differently from one counselor to the next depending on client need, individual style, training and experience. However, there are major techniques that are considered standard in the profession and must be understood by practitioners. Some discussion of the more widely used techniques will help illustrate their application and value in counseling.

Among the most important techniques is an approach

referred to as response to feeling. During an interview, the counselor will occasionally detect feeling states in the client. Responding to feeling involves making a statement to the client that acknowledges the emotion the client seems to be expressing. This response may not necessarily have much to do with the content of the clients statements, rather it directly aims at the emotional state of the client.

When a counselor says to a client, 'I hear sadness in your voice', or some similar statement; a response to feeling has been made. In this response, the content of the clients' words has been momentarily left aside so that the emotional aspect can brought into focus. It is especially important during the initial, or Understanding stage, to respond to feeling because a clear picture of the clients emotional state can provide sometimes explain more than simple facts. Frequently, counselors are mistaken about the emotional experience of the client. This technique is valuable because it enables counselor and client to clarify the emotional dimension, and thereby reach a fuller understanding of the situation.

Another strong advantage of this response is that it also helps the client clarify the emotional facts. At first glance it sounds odd to say that many people are not in touch with what they are feeling, but often this is

actually the case. Modern urban society is complex and at times abstract. People sometimes feel separated from anything that can be directly understood from an emotional standpoint. In certain types of employment emotions are at least redundant, if not directly counter-productive. Events must be weighed against shifting standards and mores in abstract shades of gray. Detached contemplation, necessary in confusing circumstances, contributes to a sense of emotional alienation. Hense, clients frequently complain to counselors that they are losing a clear sense of self. The response to feeling technique helps clients regain their inner gyroscope. During the middle, or Exploration stage, this can be quite important because feelings may provide the only available clues as to the viability of possible strategies for change.

In many cases people doubt the validity of their emotions. They are unsure that what they are feeling is correct in some important way. They may also be reluctant to share feelings openly because they are conditioned to expect negative judgements. Response to feeling can indirectly serve an acknowledgment function by helping people express and clarify emotions.

In order to respond to feeling effectively, counselors must observe the client with the intention of continually searching for clues to the clients' feelings. While the

circumstances of life may be limitless, the list of emotional states with which we face them is surprisingly small. Some that frequently figure in counseling discussions are happiness, sadness, strength, weakness, anger, confusion, fear, boredom, anxiety, and love. In most situations the clients' feelings will be one, or a combination, of those listed above. Because the list of feeling states is relatively small, it is possible for people to learn to predict, control, and trust their emotions. This, however, requires clarity and a desire to grow.

Attempts to clarify emotions are sometimes confused by the tendency of people to use the word 'feeling' inaccurately. It is not a true statement of feeling to say, 'I feel it is important to be frugal'. This is actually an opinion disguised as a feeling in order to add weight to the statement. Counselors must work carefully to help clients distinguish between their feelings and opinions.

Responding to feeling can also help clients gain comfort with emotions that they fear. Anger is one emotion that people are hesitant to talk about openly because it is associated with violence and danger. However, anger is a legitimate part of a multidimensional personality, and can provide a powerful impetus to change. With practice and familiarity, anger can be controlled and brought into the

service of the person along with the other emotions.

Another counseling technique is the reflection of content. This technique is the opposite of reflection of feeling, in that it focuses entirely on the content of the clients spoken words. The intended function is to increase the accuracy of the counselors listening, and guard against mistaken emphasis.

Reflections of content may be anything from simply repeating a single key word the client has spoken, to a lengthy summary. Frequently counselors reflect content by use of a paraphrase. This particular type of reflection involves repeating the clients message in the words of the counselor.

In all cases, reflections of content are made so that the counselor can check perceptions with the client. If the reflection of content is accurate the client will ordinarily acknowledge it. If the counselors' reflection is inaccurate, the client will usually be quick to point out the area of discrepency. This gives the counselor an opportunity to ask for further clarification. In either case, the end result is an improved awareness on the part of the client and counselor both. At the very least, occasional reflections remind the client that the counselor is actively listening and attempting to empathize.

Another counseling technique is referred to as probing.

This involves simply asking questions of the client in search of issues that can be jointly explored. The most frequently used probe is the open ended question which is employed to encourage elaboration on the part of the client. While probing, the counselor pays attention to the non-verbal as well as the verbal reactions of the client, searching for any evidence of importance.

Occasionally counselors will notice clients speaking in the passive voice or in the third person. Personalization is the name given to the technique of encouraging clients to use the word 'I' when making statements of opinion or recollection of events. This promotes responsibility through ownership of emotions.

Confrontation is an important technique in counseling. This term is used in a specific sense and the general use of the term is to be distinguished from the meaning offered here. In counseling, confrontation is calling attention to inconsistencies. When a counselor points out contradictions of any kind, a confrontation has been made. Areas which might contain inconsistencies include differences between the ideal and actual, verbal and non-verbal, cognitive and emotional, counselor perceptions and client perceptions. Clients sometimes contradict their own statements in the course of an interview. Counselors confront inconsistencies with the goal of helping the

client resolve them. Therefore, antagonism has no place in a counseling confrontation.

Suggestion is a technique that is used after a counseling relationship is fully developed and problem solving attempts are underway. Counselors make suggestions to clients of methods the client might use to realize goals. With use of suggestion the counselor should observe caution. It should be remembered that clients may place an inordinate amount of importance on what the counselor says, and accept suggestions unquestioningly. Counselors need to remind clients that suggestions are only just what the term implies, and can be rejected.

An important role of the counselor is to diagnose. Diagnosis in counseling also has a special meaning. As it is used here, diagnosis means identifying important issues for counseling. These issues might include problems the client has experienced or is still experiencing in their life. It can also mean identification of priorities and objectives. Frequently, it means identifying themes of importance in the clients statements.

Summary

This chapter began with a description of the counseling process of Truax and Carkhuff (1967). The three stages of this process are:

1. Understanding

2. Exploration

3. Action

Apart from process, there is an aspect of technique in counseling. Some basic techniques were described. These included:

1. Reflection of feeling

2. Reflection of content

3. Probing

4. Confrontation

5. Suggestion

6. Diagnosis

Of all the interviews you will do with a client, the intake interview is probably the most important one. The number of times you meet with a client may vary depending on the nature of the clients problem, the system of counseling employed, work setting, and a host of other influences. Some clients are only seen once, under certain conditions others return for years. In every case, the intake interview is critical, because it is the time when the yield of new information about the client is greatest in relation to the time spent in session.

Among other things, the intake interview is when first impressions are formed. It is the time you recieve your first impression of the client, and it is also the clients first opportunity to judge the counselor. Many things are said in the course of a counseling relationship; some are helpful and some not. In most cases statments are considered or forgotten according to their value. Because the intake interview is a time of first impressions, many things are magnified beyond their actual importance. A relatively minor statement might have a critical impact on the client. If things begin badly in an intake interview, much time can be spent in an attempt to recover. If things begin badly enough, the client may not return at all.

One of the most important things the counselor can do in an intake interview is establish rapport. This is a time when person to person contact needs to be made. Warmth and rapport must be established if the client is going to go out of their way to keep seeing the counselor. Dropping out of counseling is not something that clients usually decide to do. In most cases they simply forget their session date. Emotional involvement will cause people to remember their appointments.

Upon the basis of emotional contact, all progress in counseling is possible. The first thing a counselor must do in order to establish emotional contact is listen. Empathy involves seeing the world through the eyes of the client, and empathy is a function of listening. Your willingness to listen also indicates respect for the client. Another valuable aspect of listening is that it helps clients relax and move past the slight nervousness that is to be expected in the initial contact.

After a time, it becomes necessary to introduce some structure. There are many things you need to find out in your first contact with a person, so there is a need to ask some rather specific questions. One area of the clients life that you need to learn about is social history. You need to know who the client is, so you ask about their family and home life. Have they lived in the same home for

many years or have they moved alot? What is the family size? Have there been problems in the family? Who do they feel closest to? What are their family related plans? It is also important to learn about the ways the client has met social needs outside the family (organizations, clubs, etc).

Educational history is also important. What is your clients learning background? Do they enjoy school or not? If not, what is it about school that they dislike? What are the areas of study that they feel strong or weak in? If the client has taken any standardized tests of educational skills you can find out about them in the intake interview. It is important to find out about the clients preparation for college. Is the client a first generation college student? Does the client have a well developed idea of what to expect in college?

Psychological factors are also looked for in an intake interview. Is the client doing or saying anything that seems unusual? Do they have a history of learning disability or other condition that may have an impact upon their education? It is also the best time to notice transference. At this time you are new to the client and the transference is uncontaminated. As time goes on there will be actual counselor behaviors on which the clients feelings will be based. If the clients reactions seem

unusally exagerrated, it might indicate transference.

Another important area for inquiry is career/employment issues. Do they consider themselves to be successful or not. Do they like work. Where do they think their career is leading. Do they have an academic major already chosen, or do they wish to participate in career exploration activities? Self concept is sometimes evident in statements about careers. You may interview someone that impresses you with high ability and find that their ambitions are relatively modest. Following up on this sort of thing can be valuable and productive, because they may be the victims of bad advice or unaware of their talents and potential. Many people take themselves for granted, and talent can go unrecognized by people who possess it. They may not have enjoyed support from anyone close to them.

Health history should be asked about in an intake interview. All kinds of health conditions can come to light through discussion. Many conditions for which people seek counseling actually require medical treatment. It is important to inquire about any existing disabilities the client may have. A possible health basis for the clients problem(s) should be ruled out before counseling procedes. Small changes in blood chemistry can radically influence mood. It is your responsibility to consider this possibility, as your client may have never thought of the

interaction between health and emotions.

There are many other things that should occur during an intake interview, some for ethical reasons others for therapeutic reasons. There are many things counseling can accomplish, but there are some things it cannot. Some discussion of the limits of counseling can dispel mistaken assumptions. Related to this would be an explanation of the limits of confidentiality. There are boundaries to confidentiality that are defined by the laws of the State of Oregon and must be understood by both the counselor and client. One such limit is that client behavior threatening to themselves or to another person must be reported to responsible authorities. Child abuse is also an offense that must be reported under the law. With these exceptions in mind it is clear that only a conditional privacy is granted to clients, and this should be explained. Clients should understand that you will do everything in your power to protect their right to privacy, unless legally defined boundaries are breached.

The roles of counselor and client can be explained in the intake interview. The initial interview is a chance to inform the client of what they can and cannot expect in counseling. Agreement on the general direction of the counseling relationship may even be reached at this time (career, personal, ?). You can discuss with the client the

number of sessions you expect to have, and how often you will meet.

The counselor can use the intake interview as an opportunity to give hope to the client. Clients can arrive at a counseling office in great despair, and it is important that they understand the possibility that their situation can be improved. In many cases they may seriously doubt that anything can be done to improve their lives. Some people may believe they are losing their minds because they are upset. They may fear that their life has lost meaning forever. The hope you give them may be the only thing they hang on to until the next session when counseling can procede.

A word about silence during interviews is appropriate at this point. In discussions of all kinds, and certainly in counseling, there are times when the two participants fall silent. This can be for a number of reasons. It may simply be that you have finished talking about something and have not yet gone on to the next item; and in the between time you are thinking. Or it may be that whatever you were talking about was so powerfully emotional that a moment was needed to be silent with the strong feelings. There are a number of situations in which it is normal to be silent. Counselors occasionally have difficulty with silence, and place themselves under the burden of thinking

that they must fill every silence with an insightful observation or pertenent question.

It takes practice to develop the ability to let a silence continue. Counselors sometimes feel there must be talk, or nothing important is happening in the session. But sometimes silence can be the most creative moment in an interview. When a person is silent you have no way of knowing what is going through their mind. They may be on the verge of saying the most important thing they have ever said to you. If you interupt the silence you may take them completely away from whatever they were about to say. If silence happens naturally in the interaction, let it stand.

At some point you will need to terminate the interview. Look for a natural opportunity for this to happen. You will notice the energy begin to decrease in the interview. Information will begin to repeat. Try to avoid ending on an emotionally charged issue. It is not professionally advisable to release a client who is in tears or upset. If the client is emotionaly untied, you need to resolve the issue as best you can before ending the session. This may not happen conveniently at the end of the hour or in time for lunch. Look for a relatively calm note on which to end the interview.

A summary may aid termination of the interview. Review the main points touched upon during the interview and give

feedback. One reason for a summary is to check your memory and perceptions of the clients situation. Another reason is to help the client organize things. They may have forgotten much, and may not be used to organizing complicated emotional situations.

Summary

The intake interview is important because it is the first contact between the counselor and client. It is the time when first impressions are formed. Listening is a vital component of the intake because it sets the tone for all future counseling interactions. Areas of important inquiry in the initial interview include:

1. Social history
2. Educational history
3. Psychological factors
4. Career/Employment history
5. Health history

It is also necessary in the intake interview to explain the limits of counseling; ethically and professionally. Counselors should attempt to begin the counseling relationship on a positive course by:

1. Clarifying expectations of counseling
2. Giving hope
3. Terminating the interview in an organized and positive way

Counselors can also set a facilitative tone for future interactions by respecting the clients need for occasional periods of silence, for thought and reflection.

An important part of the counseling process is decision making. When people are in conflict or in trouble of any kind, the question that overshadows the entire counseling process is 'what should I do?' Consequently, counseling is very much a process of identifying objectives and making decisions.

Before a person can take any purposeful directed action they must make a decision to act, and this choice must be acceptable on an emotional level. In recent years much effort and attention has been directed toward the problem of decision making in counseling and how it can best be facilitated. Workshops, management guides, self help books, etc., intended for those in conflict are not uncommon.

Many decisions are seriously biased. Some forms of bias that you may notice with clients follow:

a) Conservatism - failure to revise estimates upon receipt of new information;
b) Gamblers fallacy - belief that a run of good luck enhances probability;
c) Attribution error - association of success with ability and failure with bad luck;
d) Law of small numbers - a small sample is taken to be representative of the larger whole;
e) Ease of recall - information that is easy to understand

will be recalled more readily than information that is hard to understand;

f) Ordering effects - information presented first and last will be remembered better than information from the middle of the presentation;

g) Spurious cues - a rarely occurring event is taken as the commonly occuring rule;

h) Overconfidence - placing value on information merely because there is an abundance of it;

i) Outcome irrelevant learning system - the system ignores unfavorable information;

j) Habit - favoring an approach because it has been successful in the past;

k) Fact/value confusion - strongly held beliefs are taken to be facts (Sage, 1981).

There is a widespread wish to locate a system of decision making that, by its' nature, eliminates bias and reduces the chances of arriving at goals that are contrary to the interests of the decision maker. Most attempts to develop such systems place heavy accent on the critical thinking approach. Rational deductive thought, in particular, is the cornerstone of most decision making methods. However, it would be unfortunate if this fact led to the flawed assumption that bias is usually emotional and fairness is always logical.

Most rational decision making models are variations on a theme, which resembles the following:

1. Awareness - realization that a decision needs to be made;
2. Goals - identification of possible objectives;
3. Assets - identification of usable resources;
4. Brainstorm - think of all possible approaches;
5. Consequences - weigh the likely outcomes of the approaches;
6. Decide - the approach with the greatest utility is selected.

stages

Despite the apparent face validity of this process, the rational model frequently fails to produce satisfactory results. This is because a number of assumptions underly this method, and these assumptions must hold if this approach is to be effective. Some reasons for failure with the rational approach are:

a) often it is not possible to identify all of the relevant variables that influence a situation;

b) often it is not possible to identify all reasonable objectives;

c) often the decision maker is not neutral.

Finally, it is important to recognize that the rational model assumes the decision maker has sufficient time to employ it. Some kinds of information are expensive and difficult to obtain. Given adequate time and resources, the rational model should provide a satisfactory result. Unfortunately, many decision situations require a relatively quick response (Sage, 1981).

In counseling situations the promotion of a logical, analytical, emotionally neutral approach is rarely successful. Feelings are very much a part of the way people prefer to make up their minds about things. One decision making method available to counselors takes this fact into consideration. While it is always wise to use a group if you have access to one, if a decision must be made alone, the following method offers advantages (Myers, 1980). It proceeds in the order below.

1. Sensing - Face the facts and be realistic. Find out what the situation is and what is being done about it. Avoid wishful thinking or sentiment that may obscure realities. Consider how the situation might look to an impartial bystander.
2. Intuition - Entertain hunches and instincts about all the ways you might change the situation, your approach, or other peoples attitudes. Imagine that there must be a better way than you have been using.

3. Thinking - Analyse cause and effect, including the likely consequences of all the different possibilities. Consider the costs you might have suppressed because of loyalty, preference, habits, or reluctance to change your stand.
4. Feeling - Weigh how much you care about what will be gained or lost by each alternative. Consider the feelings of others who will be affected by the decision.

This method allows the decision maker to access all the opposing sides of the personality (Jung, 1921). Feelings and hunches, rather than being systematically screened out, are fully taken into consideration as valid sources of information. Additionally, this method can include all of the rational checks against bias at stage three.

Summary

Decisions are commonly subject to bias. The most frequently employed method of bias avoidance is the Rational Decision Making Model. Unfortunately this model is subject to certain flaws that limit its effectiveness. One approach that clients can take in decision making utilizes Jungs' personality theory and proceeds through the following stages:

1. Sensing;
2. Intuition;
3. Thinking;

4. Feeling.

This method provides rational checks against bias, and also incorporates emotions in the process.

1988 has marked the passing of the second decade since the tragic assassination of Dr. Martin Luther King Jr. Accordingly, much attention in the press and popular literature has focused on Dr. King and his work. We have been invited as a nation to pause and reflect upon the impact of Dr. King's career, and to consider the unfinished aspects of his work that remain before us (Garrow, 1986; Oates, 1982).

Dr. King is, of course, remembered as a great civil rights leader. His name conjures images of bus boycotts, lunch counter sit-ins, marches, freedom rides, and stirring speeches. We remember him as a man who spoke to the conscience of the nation, a prophet of non-violence in the face of injustice and racism. The very strength of these memories, and the fact that there seemed to be something larger than life about the man, make it easy to think of Dr. King's unfinished work in terms of broad political issues. Discussions of the King legacy almost invariably turn to examinations of future legislation on the Federal level. It is my feeling, however, that as we come to know Dr. Kings' philosophy more deeply, it will find application beyond the boundaries of politics.

King was, among other things, a first rate philosopher. Within his writing is contained a rich expression of the

doctrine of non-violence. Drawing from many philosophical and theological sources, King deals with the most fundamental human concerns; conflict, morality, and liberty (King, 1963). Because counseling as a discipline aligns itself with people in need, seeking to help those in conflict, the essence of King's work can be directly applied by counselors.

Background

Kings' basic philosophical proposition was that within each human heart there is a conflict between good and evil. For King, a minister, this idea fit naturally into a Christian orientation to life. Outside of theology the notion that each person is torn between higher and lower instincts has also received expression (Stevenson, 1963). In the field of counseling this concept has been advanced in many forms. Freud (1953) based much of his work on his view of the ego struggling to resolve conflicts between instinctive amoral drives (Id) and the internalized ethical dictates of society (Super-Ego). Jung (1959) spoke of personality being fragmented between the Self and the Shadow. Rogers (1959) wrote of the need to establish congruence between the ideal self and the actual self. In various ways counselors have attempted to help clients understand the implications of a divided self. For King, the struggle between good and evil was expressed

increasingly in terms of violence and non-violence.

King rejected a purely legal definition of violence in favor of a broader view, which encompasses the impact of violence on human rights and aspirations. In attempting to describe this expanded view of violence, and persuade people of its' unacceptable nature, King repeatedly emphasized three themes in his writings and speeches. Each of these themes addressed a fundamental human need and its' related goals.

One theme frequently addressed by King is the basic human need for a sense of self. Each person searches for, and is entitled to, a unique identity. A sense of individuality is formed by experience and is the product of each persons unique moral history. A natural outgrowth of this need for identity is the goal of self expression, in all its' forms. Hence the importance of freedom in the development of art and culture. According to King (1963), violence is present whenever a person is denied a sense of self. He writes, "...when you are forever fighting a denegrating sense of 'nobodiness' ---then you will understand why we find it difficult to wait" (p.84). While non-violence acknowledges uniqueness and identity, violence depersonalizes and seeks to smother individual differences beneath a blanket of stereotypes and labels. Non-violence encourages individual expression, violence tolerates no

deviation from rigidly defined norms.

Another theme that appears in Kings' writing focuses on the basic human need for a sense of well being. According to King, this need is for more than the simple absence of fear. A sense of well being is developed through experiences of healthy growth and affiliation with others. For this reason attractiveness is a commonly sought after goal (Kenny & laVoie, 1982). To be judged attractive by ones peers is usually regarded as a sign of healthy physical and social development. King believed that nurturance, an expression of affiliation, was a primary quality of non-violence. Violence, in any form, seeks to debilitate and restrain, whereas non-violence encourages healthy growth (King, 1958).

King also recognized that people have a basic need for a sense of worth. The most essential human right is that of self respect and dignity. Status, as a highly prized goal, can be viewed as an outgrowth of this primary need. Ordinarily, our sense of worth is enhanced by experiences of success and competence. Therefore, according to King, denial of opportunity is fundamentally violent because it separates people from their avenues to an expanded sense of worth. A defining quality of violence is that it is dehumanizing and seeks to reduce people to less than what they are. King (1963) believed that violence

"...substitutes an 'I-it' relationship for an 'I-thou' relationship and ends up relegating persons to the status of things. Hence segregation is not only politically, economically and sociologically unsound, it is morally wrong..." (p.85). Non-violence, on the other hand, recognizes the basic dignity of people, and acknowledges their right to exercise social influence.

The basic human needs addressed by King, and their related goals are shown in Table 1.

Table 1

Needs	Goals
1. Sense of Self: based on experiences of individuality.	Expression
2. Sense of Well being: based on experiences of growth and affiliation.	Attractiveness
3. Sense of Worth: based on experiences of success and competence.	Status

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Discussion

The major points in Kings' position are consistent with counseling traditions and literature. The needs for sense of self, well being, and worth have all been emphasised by major contributors (Erickson, 1959; Rogers, 1957; Maslow, 1954). An analysis of King's position can offer two important advantages for counselor practitioners that should be mentioned in this discussion. The first advantage is that King's method of focusing on violence in relation to basic needs offers clients a fresh perspective for understanding life situations and formulating goals. Clients are able to realize that physical assault is merely one form of violence, and insights into emotional abuse can result when King's views are considered. When examining negative self regard, clients may also recognize the role that self directed violence plays in maintaining abusive relationships. King's genius for expressing complicated moral conflicts in clear terms lends accessibility to the counseling process, which can never suffer from too much clarity. Additionally, I have noticed in my own practice that use of Kings' terminology leads to increased client involvement by encouraging a sense of moral immediacy.

A second advantage that comes from examining King's work is that his viewpoint and methods offer a means of operationalizing relationship qualities which are essential

for therapeutic progress. The profession of counseling has long recognized the importance of empathy, warmth, and respect in the establishment and progress of counseling relationships (Rogers, 1957; Truax, & Carkhuff, 1967). From Kings' perspective empathy would flow from the counselors efforts to help the client meet the need for a sense of self, by encouraging expression and recognizing individuality. Warmth is extended to the client by efforts to promote a sense of well being, through nurturance of emotional and social growth. Respect is given to the client by helping to develop a sense of worth, through encouraging the extention and elaboration of capabilities.

One technique that I have used in order to help clients understand conflicts is to ask them to rate their experience on each of three scales, in relation to the problem we are examining. The three scales and the relationship dimensions they relate to appear in Table 2.

Table 2

Violence		Non-Violence
Depersonalization	1 2 3 4 5 6 7	Recognition (empathy)
Debilitation	1 2 3 4 5 6 7	Nurturance (warmth)
Dehumanization	1 2 3 4 5 6 7	Dignity (respect)

It has not been uncommon for clients to rate various

marital or employment situations with a combined score of 3, out of a possible 21. This immediately establishes the need for change. Additionally, this approach to understanding a problem leads directly to the formulation of specific goals, and provides an instrument for rating progress over time.

A method I have employed with clients who exhibit low self-esteem, is to ask them to write three one page essays. The essays are self descriptive and concern how they view themselves in terms of expression, attractiveness, and status. I have found that these essays usually provide a wealth of information concerning the clients self perceptions, and usually point to several specific areas for experimentation and development.

In addition to addressing human needs and the devastation of such needs by violence, an ethical position is contained in Kings' work, and deserves consideration by counselors. King emphasised the difference between pacifism and active non-violence. His classic "Letter From Birmingham Jail" (King, 1963) was prompted by the claim on the part of some that non-violent direct action was unwise and untimely. In it he writes, "We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people. Human progress never rolls in on wheels of

inevitablity; ...without hard work, time itself becomes an ally of the forces of social stagnation" (p.89). It is difficult, therefore, to imagine King as a non-directive therapist. We can derive from his writing the view that any action uplifting of human personality is ethical, and any action or inaction resulting in degradation of human personality is unethical.

In this same vein, King's life and work offer a moral challenge to clients. Opposition to violence is meaningless if it is accomplished with the tools of violence. In every direct action campaign that he led, King included a self purification stage in which the demonstrators were prepared through role plays for the challenges they would face (King, 1963). He writes, "Over the past few years I have consistently preached that non-violence demands that the means we use must be as pure as the ends we seek. I have tried to make clear that it is wrong to use immoral means to attain moral ends" (p.98). Demonstrators were in fact required to sign a pledge to "refrain from the violence of fist, tongue, or heart" (p.61). On this basis it is possible for clients to understand the moral as well as the behavioral differences between assertiveness and aggressiveness.

In this paper I have invited counselors to consider the views of Dr. Martin Luther King, Jr. The potential utility

of these views in counseling situations extends from Dr. King's unique ability to speak directly to the hearts of people, and inspire them to positive change. He has invited us to view challenging life situations as moral opportunities. Clients need to be reminded that whatever circumstances might face them, they have the power to deal creatively with poblems. As King (1963) said, "The time is always ripe to do what is right" (p.89).

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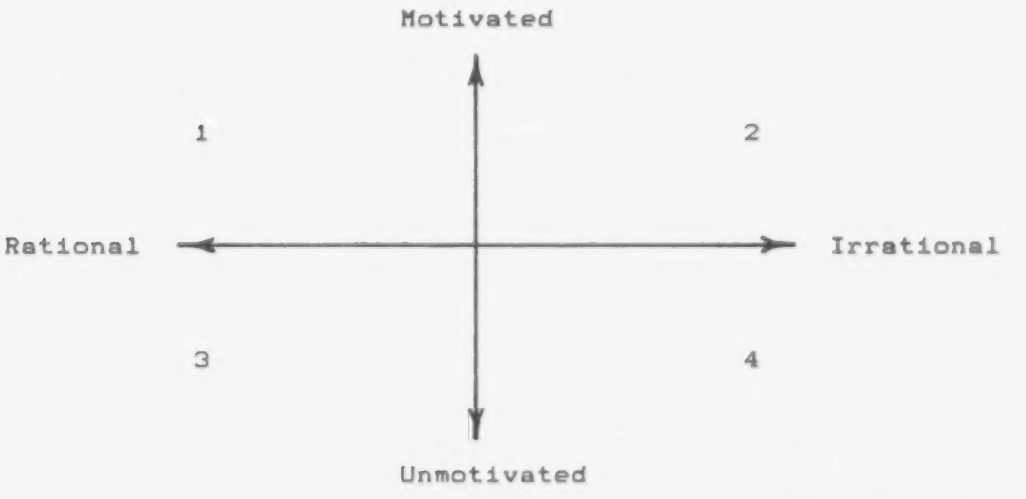
The term 'motivation' is a label applied broadly in reference to the determinants of behavior. In psychology, it is closely linked with the study of emotions. As it relates to college study, motivation can be defined as a decision to act. The implications of this definition are important for counselors, since a decision is a cognitive event. This definition calls attention to the thought processes of the client; precisely the area in which counseling can play its most important role.

Rational Behavior Therapy (RBT) is a system of counseling based on the principle that we create our own feelings. The primary underlying assertion of RBT is that our emotions, and related behavior patterns are the natural product of the beliefs we hold. For example; if a person has a dread fear of flying in airplanes and chooses not to fly, it is because of beliefs that are held concerning air travel. To change this feeling and come to alternative decisions, the individual must first adopt new beliefs. Counselors employing RBT assist clients in identifying irrational beliefs that lead to problems and replace them with rational thinking. This is sometimes referred to as developing alternative self-talk. Maultsby (1975) has shown that any belief may be analyzed for rational content by asking five questions. They are:

1. Is this thought based on objective reality?
2. Does this thought help me protect my life?
3. Does this thought help me achieve my short and long range goals?
4. Does this thought help me prevent significant conflict with others?
5. Does this thought help me feel the way I want to feel?

If three or more answers are no, then it will probably be helpful to replace the thought with an alternative that results in three or more answers of yes.

Decisions with respect to college study may be the product of irrational thinking. Therefore clients may be viewed as coming under one of four categories represented by the quadrant in Figure 1.



Category 1 consists of students that have chosen to attend college as a result of rational thinking. These students tend to be average and well balanced, pursuing goals that are both reasonable and attainable. Category 2 consists of students that have chosen to attend college on the basis of irrational thinking. These students tend to have histories marked by self-defeating behavior patterns that preclude successful graduation. Category 3 is made up of individuals that have chosen alternatives to college for rational reasons. This includes those without reasonable chances of success. Category 4 represents individuals that have chosen to leave college as a result of irrational thinking. These are students who do not realize their own potential for success. The objective for the counselor is, of course, to help individuals in Categories 2 and 4 move into Category 1.

Having identified areas in which irrational thinking may exist, the counselor can use techniques of RBT to help the student. To illustrate how this can be done, a discussion will follow involving 4 second order factors of The 16 Personality Factor Questionnaire (Cattell, 1968) as they relate to motivation. The factors are:

Introversion ---------- Extraversion

Low Anxiety ---------- High Anxiety

Tendermindedness ---------- Toughness

Subduedness ---------- Independence

Extraversion, toughness, subduedness, and low anxiety are traits that may appear in students of Category 2. Introversion, tenderness, independence, and high anxiety may appear in students of Category 4.

Extraversion

Extraversion becomes a problem when it originates from a dire need for approval. Ellis (1961) summarizes this as "...the idea that you must have love or approval from all the people you find significant". Most ordinary people desire some amount of love or approval, and this is not unusual. Love and approval are genuine human needs and play an important role in the development of a healthy personality. The difficulty begins when we include the word 'all'. There are few things under the sun that all people can agree on. To expect or even hope that all people would love or approve of the same type of behavior is obviously unrealistic.

More often than not, an individual wishing to please a large number of people must adopt a chameleonic character, changing to suit whomever they are with at the moment. In most cases this will not lead to the desired result. In fact a backlash effect can occur. If people approve of you because of things you have said to them, only to find out that you have expressed different views to others, they

will probalby dislike you more than if you had honestly disagreed with them in the first place. Such a person usually has a reputation as a manipulator, and one who cannot be trusted.

Even if a wide deception could be successfully maintained, it would not be worth the effort. It could only be achieved at the sacrifice of one's true identity. Broad approval is an unrealistic goal because it is unattainable.

Extreme need for love and approval is a bi-product of social interaction. Most normal children, when they are very young, seem imbued with a sense that they are perfect. Perfect not in the sense that they are superior to others, but rather that they are exactly the way they should be; no more and no less. However, when the child reaches school age and faces large groups of peers for the first time, comparisons begin. They learn from others that they are too fat, or too skinny, too tall or not tall enough. Self concepts begin to change, and if the consensus has been largely negative, feelings of inferiority can arise. A behavior pattern of over compensation may develop. A life long pattern of excessive striving for approval is nearly always the result of deep seated feelings of inferiority.

If we apply the five criteria for rational thinking, we see that the dire need for love and approval will in most cases be irrational and self-defeating.

1. Is this thought based on objective reality? Of course not. No one actually needs love and approval from all people. This is an exaggeration usually based on misperceptions of one's self worth.
2. Does this thought help me protect my life? While this thought is not in itself life threatening, it probably does not help to protect one's life either. In most cases, this question will not apply.
3. Does this thought help me achieve my short and long range goals? Usually not. Excessive striving for love and approval will in most cases have a counter-productive effect.
4. Does this thought help me prevent significant conflict with others? Probably not. In fact, as we have seen, it can lead to worse conflicts than we might otherwise have.
5. Does this thought help me feel the way I want to feel? Definitely not. Because it is not possible to please everyone, some rejection must necessarily occur. This rejection will serve to reinforce basic feelings of inferiority and thus perpetuate self-defeating patterns.

It is clear to see that in most instances the dire need for love and approval will rate four minuses when analyzed for rational content. Counselors can help clients adopt more rewarding patterns of behavior by developing self talk that focuses on basic self worth. We have value by the fact

of our existence. If we please others and win approval, this is fine. However, if in some cases we do not, that is not automatically a catastrophy. By developing a unique identity we insure for ourselves the greatest amount of love and approval we can reasonably expect.

Toughness

Toughness is a personality trait that can result from extreme fear of failure. Ellis (1961) has identified this as the idea "...that you must prove thoroughly competent, adequate and achieving". If an individual has had unpleasent experiences of failure, or has been led to believe that they may expect such, the prospect of any failure can loom as terrifying.

In recent years efforts have been made to remove barriers and make higher education accessible to all. However, after many unproductive endeavors an individual may develop a failure phobia; believing that each mistake is a dislay of worthlessness.

In response to fear of inadequacy, a person may adopt toughness as a basic orientation. Any and all challenges are accepted because it is important to prove capability. In fact, some individuals behave as though they must be perfect in order to be considered equal. Achievement is valued because it is tangible proof of capability.

Extreme toughness tends to result in over-committment.

This type of individual frequently appears to be going in every direction at once. This is self defeating because the more challenges a person accepts, the more energies are spread thin; resulting in diminished chances of success at any one particular thing. Lack of success further irritates feelings of inadequacy, and leads to yet more commitments. Thus the cycle of over commitment escalates.

To break out of this self defeating cycle requires a readjustment of thinking. In the first place, it is not reasonable for anyone to expect perfection from themselves. We are all fallible human beings, yet still possess worth, never the less. We are prone to occasional mistakes, and this is not catastrophic. In fact, mistakes can be valuable lessons that point the way to worthwhile areas of growth.

The idea that you must prove thoroughly competent, adequate, and achieving does not stand up well to rational analysis.

1. Is this thought based on objective reality? Not at all. Even the most successful people make mistakes and have areas of weakness. Fortunately, perfection is not required of any of us.
2. Does this thought help me protect my life? Probably not. Wishing to attain the unattainable can result in stress. Stress is almost always unhealthy.
3. Does this thought help me to achieve my short and long

range goals? No. As we have seen, the more I hold to this belief the more I will insure my own failure by over commitment.

4. Does this thought help me prevent significant conflicts with others? Absolutely not. By constantly seeking any and all challenges, I lead myself directly into conflicts with others rather than away from them.

5. Does this thought help me feel the way I want to feel? Ultimately not. My need for a sense of self worth will not be satisfied by linking it to the unachievable goal of perfection.

Once again, counselors can help clients diminish irrational thinking and avoid self defeating behavior by focusing on alternative self talk concerning the issue of basic worth. Our worth as human beings cannot be evaluated by simply listing achievements. We are fallible human beings by nature, and make occasional mistakes. By learning from mistakes and striving for meaningful growth, we will profit more than by seeking the false and limited rewards of each passing situation.

Subduedness

A subdued person's participation in higher education is marked by lack of desire, and typically goes on without conclusion. Many people have been shuffled through life and have internalized the notion that they should in all

instances simply do as they are told. This is because teachers, friends, counselors, parents, etc. 'know what is best' for them. A subdued behavior pattern of passive compliance is the result. The nature of this compliance can be self defeating because it is based on resignation to fate; a belief that conditions are set and cannot change.

Ellis (1961) has identified this as the idea that "...your past remains all important. Because something once strongly influenced your life, it has to keep determining your feelings and behavior today". In other words, people are prisoners of the past and cannot break free to chart new directions. In adopting this view, clients rely on others to make decisions for them, and assume that it must be this way because it always has been.

This viewpoint overlooks a fundamental fact of nature; all things change. There is no possible avoidance of this law. We are reminded by some that history repeats itself. In fact history never repeats itself except in passing similarities, and lessons from the past can only be applied to new situations. Because a solution once worked does not mean it will be successful again. Coping skills that are appropriate during one phase of a person's life can be rendered inappropriate by the passage of time. Recognition of this fact is essential to continued positive growth.

Individuals that cling tightly to the past place

unneccessary restrictions on their ability to make satisfying choices. By focusing on habitual methods and beliefs, a person narrows the field of choices and may not realize the full range of available opportunities. Valuable growth and more effective methods cannot be developed if they are not looked for in the first place. Unfortunately, this is what occurs in the case of extreme subduedness. Because the client focuses strongly on past methods of coping and looks at novel situations for similarities to the past, a self defeating pattern is maintained. Events are forced by projection into familiar shapes and thereby lose their unique potential. Life for the subdued client becomes a museum, where the behavioral artifacts of the past are carefully preserved.

This trait is most readily observable in the clients interpersonal relationships, particularly those with persons in authority. The extremely subdued client will look to friends, teachers, and counselors for parenting. This will take the form of dependency for decisions and emotional support. A life pattern of indecisiveness and emotional vulnerability, typical of adolescense can develop. Emotional re-education through rational thinking can help break this pattern.

1. Is this thought based on objective reality? Obviously not. Events are ever changing and require that we develop

new skills and methods. The past is gone.

2. Does this thought help me protect my life? Probably not. By rigidity and lack of adaptability, I may endanger my life at some point. Survival tends to require adjustment.

3. Does this thought help me achieve my short and long range goals? Definitely not. The more things change, the more ineffective past methods will prove to be. The longer ranged the goal, the less likely I will be to realize it by remaining inflexible.

4. Does this thought help me prevent significant conflict with others? Probably not. Clinging to the past tends to produce relationships of dependency, which lead increasingly to conflicts.

5. Does this thought help me to feel the way I want to feel? No. Outmoded coping skills lead unavoidably to confusion and frustration.

Over reliance on the past emerges from rational analysis a clear loser with five negative answers. A rational alternative to this attitude would focus on the needs and opportunities of the present. We are not bound by the past; we have choices and alternatives. By accepting responsibility for our decisions, we influence the direction of personal growth and develop new abilities. Future choices may not be consistent with those that have been made for us by others, or with choices we will make in

the future. But this does not necessarily mean they will be wrong. Through self directed growth we have the opportunity to find personally satisfying alternatives.

Low Anxiety

An extreme case of low anxiety can be the result of an attitude of indifference; simply not caring. If a person has had an especially difficult life and is on familiar terms with failure, the 'I don't care' attitude can be employed to reduce anxiety. This rationalization, not to be confused with true rational analysis, is a superficial attempt to explain away events rather than face them directly. Over a period of years this attitude can become pervasive, creeping into all areas of a person's life.

Occasionally, the low anxiety type will participate in higher education. This involvement may be undertaken purely for the purpose of idle entertainment. The student that doesn't care won't believe that anything worthwhile will actually come from the undertaking.

When confronted by counselors about their behavior this type of client usually responds with the question, 'What difference does it make'? Of course, it is easy to show the client some differences between success and failure, dependence and independence, self doubt and confidence, etc. But clients sometimes say 'O.K., it makes a difference, but I can't just care about something because

you say it would help'. This statement is true and at this point many counselors are confused about how to help the client. The client that just doesn't care is usually seen as the most difficult problem in the area of motivation. Counselors sometimes wonder how they can encourage caring where there is none.

In this area, RBT makes an important contribution. A principal position of RBT is that we create our own emotions. They do not occur by magic, but by choice. An emotional investment is just what the term implies. It is a personal investment in an area deemed worthy by choice. Caring grows by exercise. The more we remind ourselves that something is valuable, the more we feel the need for it. The best, indeed the only person to talk the client into caring is the same person that talked the client out of it; namely, the client. By focusing on the positive aspects of involvement, non-caring clients can reverse the process and begin to feel the need for genuine involvement. The important thing is for clients to become aware that it is entirely within their capability to make this happen. It will not occur by magic, but by a real process. The sooner they decide to undertake this process honestly, the sooner it will actually happen.

Because change does not occur by magic, because it requires work, results will not appear overnight. Clients

frequently experience what Maultsby (1975) refers to as the neurotic fear of being phony. This consists of thinking that it is phony to try to change your actual self. Of course, this is merely another strong indication the client still does not believe self directed change is possible.

The belief that self-directed change is not possible can be tested by rational self analysis.

1. Is this thought based on objective reality? Certainly not. If I have the power to convince myself that nothing is important, then I have proof of my ability to control my own feelings. I can reverse this process if I choose.
2. Does this thought help me to protect my life? Of course not. By rejecting the possibility of change and not caring, I fail to make preparations for the future that will insure my security and well being.
3. Does this thought help me achieve my short and long range goals? Probably not. In most cases this thought will prevent me from even forming goals.
4. Does this thought help me prevent significant conflict with others? No. By rejecting my responsibility for solving personal problems, I will insure conflict with others. While I may feel that I am unable to change, others may not agree.
5. Does this thought help me feel the way I want to feel? Absolutely not. It is exactly the opposite of what is

necessary.

The belief that I cannot change my feelings can be seen as an extremely self defeating irrational thought. The counselor can help the client by focusing on the importance of choice. If others care it is because they choose to. No one controls our feelings. We have the ability to change through practice, but this practice must be sincere. If we tell ourselves that attempts to change are phony, then we will not be successful. By caring we encounter some anxiety producing situations, but it is within our power to engineer meaningful solutions.

Introversion

Extreme introversion is another of the many possible reactions to chronic failure. It is a particularly appealing one for a variety of reasons. In the first place, it is undemanding. A withdrawn person does not have to directly contend with the ordinary performance expectations of society, or at least can choose to disregard them. Instead, the introverted type is free to follow the path of least resistance; living with enjoyable fantasies rather that the realities of involvement. Ellis (1961) points out that this approach is often based on the idea that "...you can achieve maximum human happiness by inertia and inaction or by passively or uncommittedly enjoying yourself."

This notion has been widely embraced in recent years.

Much has been made of the virtues of introspection. Proponents of numerous forms of meditation encourage people to turn within for the answers to life's questions. There is considerable merit to this suggestion. Self knowledge and a developed inner life are essential to a healthy personality. However, for an insecure and irrational thinker, self search may be attractive because it offers refuge from the stress of interpersonal relations.

The second principle advantage of introversion for an insecure person is that it not only shields the individual from potentially painful situations, but also provides a compensatory mechanism. The introverted type may imagine they are an advanced philosopher. Since the extreme introvert is not inclined to test therories in reality, such fantasies can go on for extended periods of time. Self inflation can serve as compensation for deeper feelings of inferiority.

Introverted people tend to be oriented to the realm of ideas as opposed to things. Much time is given to the construction of personal theories of all kinds. An extreme introvert will tend to overlook outside events not consistent with their subjective views. This can lead to seriously strained relations with others. Because introverts are not inclined towards communication, and because of the subjective quality of their ideas, they may

have considerable difficulty when trying to impart an idea to someone else. This can lead to great frustration. Others may perceive the extreme introvert to be a naive dreamer. Extreme introverts are stereotypically viewed as arrogant, moody, and detached. In the work place this can spell failure.

Extreme introverts can have difficulty deciding upon a career. Involved more with fantasy than reality, they may have grossly inaccurate perceptions of various occupations. The extreme intovert may be disillusioned to find that the job of choice is nothing like they imagined it would be and have little taste for the activities it actually involves. This can lead to a frustrated emotional burnout and further withdrawl.

The idea that maximum happiness can be achieved through inaction and passively enjoying oneself is shown to be irrational when analyzed.

1. Is this thought based on objective reality? No it cannot be. An orientation that leads to withdrawal cannot produce maximum happiness because it excludes so many possibilities for self enrichment. A balanced blend of inner development and outward involvement is more likely to result in happiness.

2. Does this thought help me to protect my life? Probably not. It can lead to an understanding of circumstances that

is radically estranged from the facts. Therefore, I will be less prepared to meet basic needs.

3. Does this thought help me to meet my short and long range goals? Absolutely not. It can lead to goals that are unrealistic and therefore unattainable.

4. Does this thought help me prevent significant conflict with others? No. It can lead to poor communication with others that will almost certainly cause major conflicts.

5. Does this thought help me feel the way I want to feel? No, it does not. Because it leads to a pattern of failure, a cycle of frustration and withdrawl will be the result.

Rational analysis reveals the many weaknesses of the idea that inaction and passive self enjoyment lead to happiness. Rational self talk stresses the value of involvement. By becoming involved with the world of people and things, we can test ideas and find out which of them lead to success. If we focus on activity rather than fantasy, we can find careers we will genuinely enjoy. We are seldom as bad or good as we imagine. We may never be superior to others, but we don't need to tell ourselves that we are inferior either. By self directed effort we can develop real skills and increased happiness.

Tenderness

Over sensitivity to the reactions and comments of others can be extremely debilitating. An emotionally tender

individual may avoid contact with others simply to escape the possibility of criticsm. Failure to perceive the central role we each play in the creation of our emotions can lead to over tenderness. This involves an entirely reactive emotional orientation. Personal responsibility for emotional contentment is relinquished and others are viewed as the cause of our feelings. Ellis (1961) sums up this outlook as the belief that "...emotional misery comes from external pressures and you have little ability to control or change your feelings."

People can be thoughtless in their remarks. The tender individual will respond to perceived insults with extreme emotional distress. Repeated experiences of this kind may result in a general unwillingness to associate with people or undertake any activity that involves the mainstream of human affairs. For this reason, the tender type will be reluctant to participate in higher education.

In the classroom setting, criticism is a recurrent fact of life. Educators have a professional interest in the improvement of students, and criticism in the form of evaluations or grades is a major part of the educators' role. Overly tender individuals have a difficult time accepting criticism in any form. This is because they fail to make the important distinction between activity and the self. When any aspect of work perfomance is criticized, it

takes a considerable leap to conclude that one's entire existence is being attacked. But the tender individual will frequently do just that. They have a pronounced tendency to believe that any criticism constitutes a personal rejection; strong indication that they are failing.

The fact that we determine the extent and direction of our feelings is the basic insight which will benefit the tender type. To change the self defeating pattern of over sensitivity requires practice. Maultsby (1975) points out that clients often back away from attempting to overcome fears because they think it will be too hard. Once again, this is a direct indication that the individual fails to recognize the source of emotions. Confronting fear is no easier or more difficult than we make it for ourselves. When a person says 'I cannot face teachers because it's too hard to take their criticism', one is in effect saying 'I choose to avoid learning because I over react to help.' People will hold different opinions and our ability to affect them will be limited. All the same, we are able to control the extent of our reactions. Criticism is much more likely to be diminshed by focusing on the tasks at hand in a relaxed manner than by strong negative reactions.

The belief that emotional misery comes from external sources does not pass rational analysis as a helpful outlook.

1. Is this thought based on objective reality? Not at all. External sources can only provide us with various situations. It is our choice to select the manner in which we will respond emotionally.
2. Does this thought help me to protect my life? In most cases no. Reaction to external pressures can lead to extreme stress which is life threatening. Calmness and stability result from self directed efforts.
3. Does this thought help me achieve my short and long range goals? Certainly not. Goals cannot be achieved if a person allows circumstances to dictate emotional patterns. This is particularly the case with long term goals which require prolonged effort.
4. Does this thought help me prevent significant conflict with others? Absolutely not. Conflicts with others are solved by actions not reactions. To avoid conflict one must choose a course of emotional self control.
5. Does this thought help me feel the way I want to feel? No. I can help myself feel the way I want to feel by working to create desired emotions.

The belief that emotional misery comes from external pressures is a highly irrational belief in view of the five characteristics of rational thinking. Alternative self talk stresses the need to take responsibility for feelings. Others do not create our feelings.

Opinions concerning our activities will vary, but we have the ability to create stable and satisfying emotions. Limitations of ability do not reflect upon our basic worth as individuals, nor do they detract from our right to peace of mind.

Independence

The term independence implies freedom to make choices. For this reason, it may be viewed as consistent with the basic principles of RBT. As a personality trait, however, it can be pushed to the point of actually becoming self defeating, in that it can restrict an individuals range of choices.

Independence is deeply rooted in the history and philosophy of the United States. Our principle national holiday is Independence Day. We refer to personal freedom as the American Dream. Our history and popular myths abound with independent types who pursued individual destinies. Art and literature describe trappers, prospectors, explorers, pioneers of the frontier, etc. as heroes that avoided the crowds and relied on personal resourcefulness. Mythological heroes, however, are larger than life and enjoy exemption from reality. Unfortunately, popular myths have created the widely held notion that admirable people never ask for help.

For some students this myth can be damaging. Students may refuse valuable support services on the assumption that something is terrible about asking for help. Objective analysis of need is the key to a rational decision in this area. If services are genuinely needed it is self defeating to reject them. Where there is no actual need, it is rational to refuse services. Occasionally students use services but privately experience guilt because of acceptance of the idea that good people don't need the help of others. This idea suggests there is only one correct style of life.

In reality this belief is groundless. No one actually exists in a state of complete self sufficiency. Society is in fact an intricate lattice of interdependency, because problems occasionally develop for which there are no perfect solutions. Compromises must therefore result.

Unwillingness to seek compromises in pursuit of perfection is a prescription for failure. It arises from the belief Ellis (1961) describes as "...the idea that people and things should turn out better than they do and that you must view it as awful and horrible if you do not find good solutions to life's grim realities." People can improve and grow to the limits of their potential, but these limits always fall short of perfection. Usually many possible solutions exist for any given problem. It may be

that none of them are perfect. Reasonable solutions are found through the process of comparing alternatives. To reject all choices because they are imperfect, reduces the likelihood of achieving any success. The ability to be flexible and open to change is therefore a strong asset in the process of adapting to limitations.

As we have seen, each of us has a choice in the manner of how we respond to adverse conditions. One thing must be admitted: life is forever changing. Our circumstances can vary widely and in the most unpredictable directions. If we insist upon a single approach to life and allow ourselves to become emotionally upset by the prospect of change, we will almost certainly encounter conflicts. People cannot be expected to always behave in a predicatable or cooperative manner. Sometimes compromise arrangements must be made that are not entirely satisfying. The degree to which we accept this fact of life will determine our peace of mind.

By rational analysis one can easily see the pitfalls of believing it is terrible if we do not find good solutions to our problems.

1. Is this thought based on objective reality? No. As with all situations, we have a choice of emotional responses. By accepting this belief we restrict ourselves to the negative.

2. Does this thought help me to protect my life? No again.

Adherance to this belief will limit our ability to adapt. We may, therefore, jeopardize our well being by failing to make necessary choices.

3. Does this thought help me achieve my short and long range goals? Definitely not. By its' restrictive nature, this thought will turn short range goals into long range goals and will make long range goals even more distant.

4. Does this thought help me prevent significant conflict with others? No. Interpersonal conflicts are prevented by compromise. No compromise is viewed as perfect by all parties. Seeing this as terrible will only result in continued conflict.

5. Does this thought help me feel the way I want to feel? Of course not. Life regularly presents situations for which a good solution may not be available. Thinking of this as terrible will create a pattern of negative feelings.

Obviously, the belief we have just examined has serious shortcomings. A rational alternative stresses the need for objective recognition of realities. We cannot achieve perfection, nor can we reasonably expect it from others. Compromise and partial solutions to problems are sometimes required. We need not despair over this fact because life is continually changing and may present better opportunities in time. Even if it does not, it is not a tragedy and I can choose to remain emotionally stable. No

one is perfect or entirely self sufficient. Each of us relies on others for certain assistance. Given that this is a universal human condition, we are neither valued or devalued by admitting it.

High Anxiety

High levels of anxiety can be extremely self defeating. The high anxiety type tends to be a worrier. Large amounts of time are spent considering all the things that could go wrong in any situation. Usually the worst possible consequences are imagined. Ellis (1961) feels this originates from the idea that "...if something seems dangerous or fearsome, you must preoccupy yourself with and make yourself anxious about it."

Two kinds of events characterize the fantasies of the high anxiety type; those that are truly catastrophic and those that are merely unpleasant but magnified in perceived importance. In the first case, death and personal injury are certainly important concerns, and may actually be a likelihood for the client. For example, a blind student may greatly fear traveling to and from school because of the danger posed by traffic intersections. This is a legitimate cause for concern. A rational approach to this problem involves two elements; reasonable precaution and acceptance of reality. The irrational approach involves only worry. Services can be provided and precautions taken

to lessen the actual probability of danger at intersections. Orientation and mobility instruction can familiarize the student with techniques for crossing intersections that greatly reduce the risk of injury for blind pedestrians. Additionally, the activity of taking precautions itself has an anxiety reducing effect. Activity is better than idleness, since it reduces the amount of time the student spends doing nothing but worrying and provides a desensitizing exposure to the situation. The client can also be helped to realize that there is always an element of risk in life. Even after the best precautions have been taken, we are still subject to the possibility of death or injury. This fact of life is not altered by worry. Even complete seclusion does not provide a guarantee of safety. The rational approach is to take sensible precautions and then proceed in a relaxed manner; confident we have done all we reasonably can.

The second type of fear commonly voiced by the high anxiety student is of an event that has been exagerated in importance through irrational thinking. Frequently these fears involve the opinions of others. A student may fear tests because they present the possibility of failure. Failure itself may not frighten the student as much as the negative opinions it may arouse in other students and teachers. This is a case of self programming and can be

reversed only by adopting a rational mode of thought. In the first place, how likely is it that failure will occur? If it were to happen, how many people would really care? Finally, opinions can do little to physically alter our lives one way or another. The quickest way to short circuit this self defeating cycle is to concentrate on the requirements of success rather than fear of failure. The chances of failing on any test are reduced by focusing on the elements of the task. Focusing on negative possibilities only results in absent mindedness and worry, which can contribute to a poor outcome.

Through rational analysis, let us examine the idea that if something seems dangerous, we must preoccupy ourselves with it and become anxious about it.

1. Is this thought based on objective reality? Not at all. We have the choice of focusing on solutions and positive outcomes rather than just the negative.
2. Does this thought help me protect my life? No. Worry alone will not protect one, physically or emotionally. Continuous anxiety has been shown to be very life threatening.
3. Does this thought help me achieve my short and long range goals? No, since my efficiency in any goal oriented behavior will be improved if I am relaxed and calm, stress will reduce my chances of success.

4. Does this thought help me prevent significant conflict with others? Not at all. Conflicts, like all problems, are not resolved by worry. Worry merely increases anxiety and tension which serve to cause and prolong conflicts.
5. Does this thought help me feel the way I want to feel? Definitely not. Anxiety is one of the most intensely unpleasant emotional experiences.

To avoid unnecessary worry and anxiety, rational self talk focuses on the need for action and clear thinking. No problem can be made to go away simply through worry. Furthermore, worry replaces the positive solution oriented thinking which could have a beneficial effect. The probability of a truly catastrophic event is usually remote. However, even when one actually occurs, worry does nothing to improve the situation. Negative opinions of others do not constitute disaster. They may be unpleasant and inconvenient, but they are temporary and not physically damaging. As with most things, I determine the extent to which I am bothered by opinions others may hold about me.

Summary

This chapter has illustrated how techniques of RBT can be used to assist students in making rational decisions regarding higher education. The focus has been on those students whose decisions, positive or negative, have been based on irrational beliefs. In the coming years motivation

of high risk students will figure ever more prominently as a requirement for success in college.

The moral tradition in counseling is nearly 25 centuries old. All modern codes of ethics in the helping professions are derived from the code of Hippocrates which dates from about 370 B.C. In this code, Hippocrates attempted to establish a system of moral governance for the complex questions of conscience common to the medical field.

Over the years the code has undergone many revisions, but its central principles remain intact. These principles were applied to the counseling field without modification by early contributors such as Freud, Adler, and Jung who were physicians. Later, when counseling moved away from medicine, this tradition was already in place. As a result, all ethical codes in counseling, whether they be from AACD, NASW, APA or any similar body of professionals, contain the same basic principles.

The original code of Hippocrates read as follows: "I swear by Apollo the physician, and Aesculapious, Hygeia, and Panacea, and I take to witness all the gods and goddesses that, according to my ability and judgement, I will keep this Oath and this stipulation: To reckon him who taught me this Art equally dear to me as my parents, to share my substance with him and relieve his necessities if required; to look upon his off-spring in the same footing

as my own brothers, and to teach them this Art if they shall wish to learn it, without fee or stipulation; and that by precept, lecture, and every other mode of instruction, I will impart a knowledge of the Art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of Medicine, but to none others.

I will follow that system or regimen which, according to my ability and judgement, I consider for the benefit of my patients, and abstain from whatever is deliterious and mischievous. I will give no deadly medicine to anyone if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my Art.

I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption; and further, from the seduction of females or males, of freemen and slaves.

Whatever, in connection with my professional practice, or not in connection with it, I see or hear in the life of men, which ought not to be spoken of abroad, I will not

divulge, as reckoning that all such should be kept secret. While I continue to keep this Oath unviolated may it be granted to me to enjoy life and the practice of the Art, respected by all men, in all times. But should I trespass and violate this Oath, may the reverse be my lot."

Over the centuries the code has undergone many revisions in order to reflect contemporary values and problems. Much has been discarded from it and much seems archaic in the light of hindsight. However, the most remarkable thing about the code is not how much has changed, but the fact that so much of it remains valid. Few documents have weathered so well. The reason for this is that the code contains four principles of professional ethics that are timeless.

The first principle is referred to in the statement "I will follow that system or regimen which, according to my ability and judgement, I consider for the benefit of my patients, and abstain from whatever is deliterious and mischievous." This statement reflects the ethical principle of committment and responsibility to the welfare of the client. It is considered no less than a moral requirement that counselors should be dedicated to promoting the well being of their clients through the practice of counseling. Among other things, this means that counselors are responsible for the validity of their methods, and have an

ongoing orientation toward the learning of new and better approaches. To use methods that have been discredited, or are not suitable for the client in question is unethical. Therefore, one is never finished with education in the field of counseling. In-service training and subscription to professional literature are activities that stem from this principle.

The second principle is contained in the statement, "With purity and with holiness I will pass my life and practice my Art." This is known as deportment. A professional has an ethical obligation to engage in conduct that is respectable in the public eyes. This is because whatever is done by one practitioner will reflect, for good or bad, on the entire profession. Public behavior, including the content and style of advertisements, is important because we are judged by it. In this light, counselors have an ethical responsibility to conduct themselves in a manner that is higher than that expected of the public at large. This responsibility does not end at 5:00 pm.

Principle number three is expressed, "I will abstain from every voluntary act of mischief and corruption; and further, from the seduction of females or males." It is known as conflict of interest. This principle begs the question; why do you serve as a counselor. If the needs of

the client are the focus of activity, then conflict of interest will not occur. However, if the counselors needs intrude into the relationship, then counseling suffers from a divided agenda. Your primary obligation is to the client you serve. It is expected that counselors will meet their personal needs (sexual, financial, etc.) in relationships that do not involve clients.

Related to principle number three is the statement, "I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work". This refers to the ethical requirement to know and observe the boundaries of your profession. Counseling has an established body of knowledge and related practices. To go beyond these defined limits and offer services to a client for which you are not qualified is a breach of ethics. Occasionally, counselors will offer legal, financial, or other advice for which they have no special insight. This should be avoided, because it is an unwarranted abuse of the clients trust and misunderstanding of the specific nature of authority and expertise.

The fourth major principle of ethics contained in the code is found in the final paragraph, "Whatever, in connection with my professional practice, or not in connection with it, I see or hear in the life of men, which ought not to be spoken of abroad, I will not divulge, as

reckoning that all such should be kept secret." This principle is known as confidentiality. It is one of the most time honored and important of the health care traditions. What is meant by confidentiality is simply that the client can rely on your discretion concerning personal matters. As practitioners we do our upmost to protect the clients right to privacy. The very nature of counseling makes it necessary that sensitive information be shared between the client and the counselor. If this is to occur in a healthy and positive way, clients need to feel confident of the reliability and good judgement of the counselor.

Privacy extended by counselors is conditional however. The State of Oregon has defined certain limits to confidentiality in counseling. These limits are found in situations of imminent danger or child abuse. Additionally, counselors are subject to subpoena and must testify in court procedings when called. These special limits to confidentiality should be explained to the client in order to avoid misunderstanding. Consultation is another limit to confidentiality. Occasionally a counselor must seek supervision in a case. In practice, confidentiality means that a counselor will use discretion regarding private information; will share it with the least possible number of people, and on the fevest possible occasions.

Summary

Modern ethical codes pertaining to counseling are derived from the ancient code of Hippocrates. The four main principles relevent to counseling are:

1. Welfare of the client (• B:1)
2. Deportment (• A:6, F:2)
3. Conflict of interest (• B:11)
4. Confidentiality (• B:2)

These principles constitute a moral tradition that is upheld by those who are professional practitioners of the Art.

• relevent section in current AACD Code of Ethics

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